أَصواتُ العربيَّة وحروفُها

تأليف

داود عطية عبده و سلوى نصري حلو

بيروت
١٩٦٨

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يطلب هذا الكتاب من مكتبة راس بيروت

ص. ب. ٢٧٩٦

بيروت ـ لبنان

LESSON ONE

١) ١ ـ سامي من فاس .

٢ ـ نسيم من يافا .

٣ ـ يوسف من يافا .

٤ ـ يوسف في يافا .

٥ ـ نسيم في فاس .

٦ ـ سامي في فاس .

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سامي من فاس نسيم يافا يوسف في

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٢)



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نـ ، ف ، مـ ، م ، ن ، فـ ، س ، نـ ، فـ ، سـ ، س ،

م ، فـ ، ف ، نـ ، مـ ، سـ ، ف ، س ، مـ ، نـ ، ن .

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	sắmī	سامي
from	min	من
Fez (a city)	fās	فاس
(a boy's name)	nasím	نسيم
Jaffa	yáfā	يافا
Joseph	yúsuf	يوسف
in	fī	في

Notes :

1. The letters s, f, m, and n have each two forms :

	Initially or medially	Examples	Finally	Examples
/s/	سـ	نسيم ، سامي	س	نفس ، فاس
/f/	فـ	نفس ، فاس	ف	يوسف ، ناف
/m/	مـ	سمن ، من	م	نسيم ، سام
/n/	نـ	سنا ، نسيم	ن	من ، فان

2. Arabic does not use an equivalent to the English present tense verb 'to be', 'is', 'are', and 'am' in 'equational sentences' e.g.

سامي من فاس is literally 'Sami from Fez'

يوسف في يافا is literally 'Joseph in Jaffa'

LESSON TWO

١) ١ ـ رامي من فاس .

٢ ـ سرور من يافا .

٣ ـ سرور من يافا ويوسف من يافا .

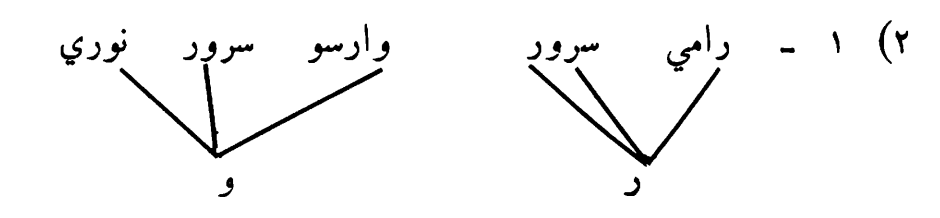
٤ ـ رامي في وارسو .

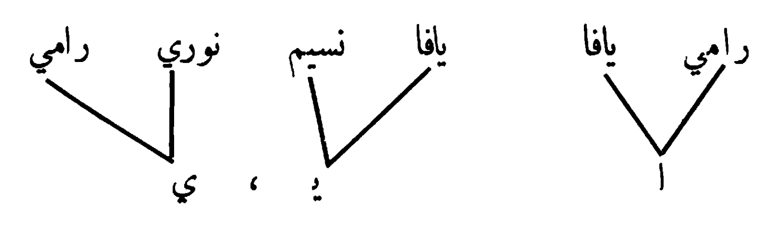
٥ ـ نوري في وارسو .

٦ ـ نوري في وارسو ورامي في وارسو

....

رامي سرور و وارسو نوري





....

و ، ر ، نـ ، يـ ، فـ ، ي ، ن ، ســ ، ر ، ا ، م ، ف

مـ ، يـ ، فـ ، ا ، و ، ر ، يـ ، نـ ، ي ، ر ، س ، ا .

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٣) ١ – رامي　　را　　(ر + ا = را)

٢ – نوري　　ري　　(ر + ي = ري)

٣ – سرور　　رو　　(ر + و = رو)

٤ – فاس　　فا　　(ف + ا = فا)

٥ – رامي　　مي　　(م + ي = مي)

٦ – يوسف　　يو　　(ي + و = يو)

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٤) ١ – را　فا　نا　سا　ما　وا　يا

٢ – ري　في　ني　سي　مي　وي

٣ – رو　فو　نو　سو　مو　يو

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٥) ١ – فاس　فار　نار　ناس　ساس　سام　نام　ناف

٢ – نون　نور　سور　سوس　فوس　فوم　روم　روس

٣ – سيم　ريم　ريف　نيف　نير　نيس　سيس　سير

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٦) ١ – رامي　سامي　ساري　ماري　ماسي　ناسي　ناري

٢ – نوري　سوري　سومي　رومي　روسي　فوسي　فومي

٣ – سيري　نيري　نيفي　ريفي　ريمي　سيمي　سيسي

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٧) ١ ـ ماس مس (مَسْ) ، نام نم (نَمْ) ، فار فر (فَرْ)

٢ ـ روم رم (رُمْ) ، سوس سس (سُسْ) ، سوم سم (سُم)

٣ ـ سين سن (سِنْ) ، ريف رف (رِفْ) ، سير سر (سِرْ)

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٨) رَسَمَ رُسِمَ رَسْمي يَرْسُمُ يَرْسِفُ نَرْسِفُ نَرْسُمُ سَفيرْ

سافَرَ يُسافِرُ مَسيرْ رُسومْ وُسِمَ مَوْسومْ يُسْفِرُ مُسافِرونَ

فارِسْ سَيْفي سُيوفْ سِنينْ رُفوفْ يَفورُ رومانْيا سَما

سورْيا فَرَنْسا نيسْ يَسْمو ياسِرْ سُفورْ وِسامْ مِراسْ

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	rā́mī	رامي
(a boy's name)	surū́r	سرور
and	wa	و
Warsaw	wā́rsū	وارسو
(a boy's name)	nū́rī	نوري

Notes :

1. Arabic /r/, unlike English /r/, is a flap produced by striking the tip of the tongue against the roof of the mouth. It is similar to Spanish /r/.

   There are six vowels in Arabic, three 'long' ones, /ā/, /ū/, and /ī/, and three corresponding 'short' ones, /a/, /u/, and /i/. As was mentioned in the introduction, the short vowels are usually not written except in certain materials. However, it is important for the student to be familiar with them.

   The letter ا, /ā/, called 'alif', is a vertical line. /ā/ is pronounced approximately as 'a' of 'sad' e.g.

سام /sām/, ناس /nās/ etc.

َ , /a/, called 'fatha'[1], is a short diagonal stroke written (in vowelled texts) above a consonant letter to indicate that such a consonant is followed by the vowel /a/. /a/ is pronounced approximately as the vowel of 'shall' e.g.

سَم /sam/, فَم /fam/ etc.

/ā/ and /a/ have also 'back' variants (approximately as the vowel of 'father' - but more prolonged - and the vowel of 'some' respectively) if they occur adjacent to certain sounds to which attention will be called as they come up.

و , called 'wāw', represents either the vowel /ū/ or the consonant /w/[2]. /ū/ is pronounced approximately as the vowel of 'pool' e.g.

سوس /sūs/, نور /nūr/ etc.

ُ , /u/, called 'damma', is a small 'wāw' written above the consonant letter to indicate that such a consonant is followed by the vowel /u/. /u/ is pronounced approximately as the vowel of 'pull' e.g.

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1. In the transcription, 'th' is pronounced /t/ followed by /h/ and not as 'th' in 'this' or 'think'.

2. The term 'consonant' refers here ro all non-vowels.

سُم /sum/, مُر /mur/ etc.

ي, called 'yā', (written يـ if not final) represents either the vowel /ī/ or the consonant /y/. /ī/ is pronounced approximately as the vowel of 'seen' e.g.

سين /sīn/, ريف /rīf/ etc.

ِ, /i/, called 'kasra', is a diagonal stroke like the 'fatha', but written below a consonant letter to indicate that such a consonant is followed by the vowel /i/. /i/ is pronounced approximately as the vowel of 'sin' e.g.

سِن /sin/, رِف /rif/ etc.

At the beginning of words, و and يـ can represent only /w/ (pronounced as in 'way') and /y/ (pronounced as in 'you') respectively.[3] e.g. وارسو /wārsu/, وارف /wārif/, يافا /yāfā/, يوسف /yūsuf/. Otherwise, they may represent either these or the long vowels e.g.

سوري , سيري etc.

Unless the diacritic marks are written, a reader cannot tell whether a wāw or a yā (except when they occur initially) stand for the vowels

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3. Similarly, an alif at the beginning of a word does not represent a vowel. More about this will be mentioned in the next lesson.

or the consonants unless he already knows the words. In cases where the same configuration of letters stand for two or more words pronounced differently, the right pronunciation (and meaning) has to be determined from context. سيري , for example, may represent words pronounced /sīrī/, /siyarī/, /sayrī/ etc. Similarly, سوري stands for /sūrī/, /suwarī/ etc. In the 'vowelled' part of the Arabic text in this booklet, no diacritic marks are used with long vowel letters or a consonant letter preceding them. The word pronounced /sīrī/, for example, will be written سيري (without any diacritic marks), while the word pronounced /siyarī/ will be written سِيَري (with the diacritic marks).

Sukūn :

In vowelled texts, there is also the sign ْ , a small circle called 'sukūn', written above a consonant letter to indicate that such a consonant is not followed by any vowel e.g.

سِرْ /sir/, نَسْري /nasrī/, سَفْرُ /safru/ etc. (cf.

سارَ /sāra/, نَسِرْ /nasir/, سَفَرُ /safaru/)

3. The letters ا , و , and ر are 'one-side' connectors (and thus have only one form regardless of their position) while س , ف , م , ن , and ي connect both ways. (See remarks 4 and 5 in the introduction). e.g.

printed : راس روس ران روم نار مراس نروم

typed : راس روس ران روم نار مراس نروم

handwritten : راس روس ران روم نار مراس نروم

But :

printed : نفس مسا سما سنا سمر سفر نسيم

typed : نفس مسا سما سنا سمر سفر نسيم

handwritten : نفس مسا سما سنا سمر سفر نسيم

Notice that in handwriting, the dots are connected and س is written ـــس or ـــس (ـسـ is written — or —). Final ن /n/ is sometimes written ں or ـں (with no dots) e.g.

مں or ـمـ (= من).

yā has two forms, as we have noticed, يـ (used initially or medially) and ي (used finally) e.g.

في نوري نسيم يافا

In handwritting, a final yā connected to a preceding letter is sometimes written ـے e.g. فے (= في), سامے (= سامي) etc.

5. When /ā/ or /a/ occur adjacent to emphatic /r/, the back variants, rather than the front ones, are pronounced (see note 2 above) e.g. سار /sār/ or /sāra/. (cf. 'fa' in 'father', where the 'a' is 'back' with the 'fa' in 'fat' where the 'a' is 'front'. Also cf. the British and American pronunciation of words like 'past', 'class'.)

6. و /wa/ 'and', like all one-letter words in Arabic, is written as part of the word which follows it. Thus no space (other than the normal space between a one-side connector and the following letter within a word) is left between و 'and' and the word that follows it[4]. e.g. ورامي 'and Rami' (not و رامي), وفي 'and in' (not و في).

Since hyphenation is not used in Arabic, و 'and' should not occur at the end of a line.

In English, 'and' is used only before the last element in a conjoined series of elements. In Arabic, on the other hand, و is used before <u>every</u> conjoined element e.g.

نسيم وسرور ويوسف من يافا Literally : 'Nasim and Surur and Joseph (are) from Jaffa.'

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4. If the one-letter word is represented by a letter which connects to a following letter, it will be connected to the first letter of the following word e.g. فسافر (ف + سافر).

سام سور سيف سرور سنا سفر سمر

مسا يسوم مسير رسم وسن ييسر يسف

ماس ناس فوس نميس نس نفس رمس

نوري نير منير فنار ران من سفن سفين رسن

يافا فيسر ففي فسر فم مفر وارف يوسف

موسي ميسر مفسر محسن رامي سمير وسيم ينم

LESSON THREE

١) ١ ـ ليلى من تونس ٠

٢ ـ ريتا في تونس ٠

٣ ـ ريتا من فرنسا وليلى من تونس ٠

٤ ـ كامل من كركوك ٠

٥ ـ كامل سافر من كركوك ٠

٦ ـ سافر كامل الى تونس ٠

٨ ـ سافر الى تونس امس ٠

٩ ـ وليلى سافرت الى فرنسا ٠

١٠ ـ سافرت ليلى من تونس الى فرنسا ٠

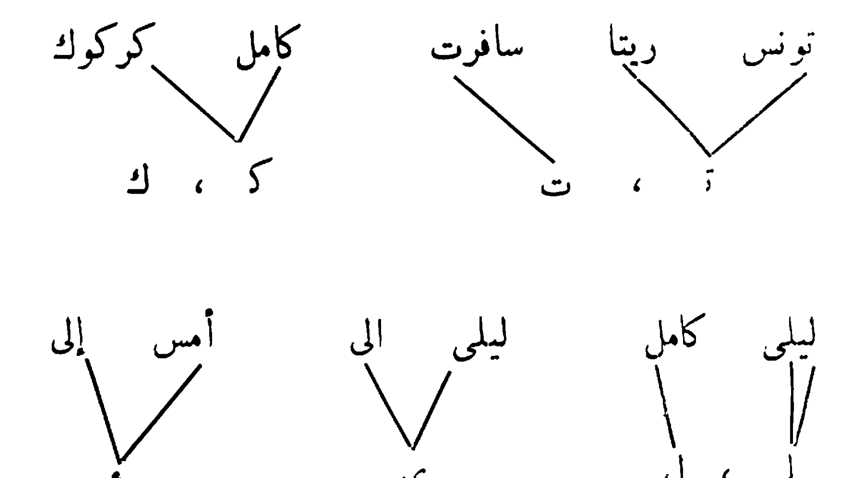
١١ ـ سافرت الى فرنسا امس .

١٢ ـ ريتا في تونس وليلى في فرنسا ٠

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ليلى تونس ريتا فرنسا كامل

كركوك سافر سافرت الى امس



....

تـ ، يـ ، نـ ، ى ، ي ، ل ، ا ، ك ، لـ ، ل ،

ك ، ن ، ف ، ت ، مـ ، فـ ، تـ ، ا ، و ، ر ،

يـ ، نـ ، سـ ، ت ، ي ، ك ، ل .

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٣) ١ ـ تـ : تاسْ سِتارْ مَسْتورْ يَتيمْ فُتورُ تَفورْ فُتِنَ

٢ ـ ت : ماتَ فاتَ تَفوتُ سَمَتْ نَسيتُ رَسَتْ وَفَتْ

٣ ـ لـ : لَنْ لَمْ لا لُمْتُ مَرْسيلْيا ولِيَمْ سَلامْ نَتْلو

٤ ـ ل : سالَ يَسيلُ فُلولْ مَلَلْ تَميلُ سَليلْ وَيْلُ

٥ ـ ك: كالَ كُلْ كورْيا كينْيا يَكْفي مَكْتوفْ يَكونُ

٦ ـ ك : تُرِكَ تُتْرَكُ تِلْكَ لَكَ سِكَكْ فَلَكْ مُسِكَ مِنْكَ

٧ ـ ى : سِوى نَرى مَتى يُرْمى تَنافى يُمْلى يُكْسى موسى

٨ ـ أَ ، أْ : أَمَلْ أَنْتَ أَتى أَرْسى رَأَتْ رَأْسي مَأْسورْ يَأْلَفُ

٩ ـ أُ : أُمِرَ أُسِرَتْ أُناسْ أُسيلَ أُنْسِيَ أُكِلَ أُمْسِكَ

١٠ ـ إِ : إِسارْ إِنْسانْ إِمامْ إِسْكاتْ إِلَيْكِ إِنْكارْ إِسْفارْ

١١ ـ ء : نِساءْ مَساءْ سَماءْ مِراءْ سَواءْ ساءَتْ وَراءَ

١٢ ـ ئ : فِئاتْ رَئيسْ سُئِلَ وائِلْ رُئِيَ سَمائي سَئِمْتُ

١٣ ـ ؤ : سَماؤُنا رُؤُوسْ لُؤْمُ مَسْؤولْ سُؤْلُ نَؤومْ فُؤُوسْ

Vocabulary :

Gloss	Transcription	Arabic
(a girl's name)	láylā	ليلى
Tunis, Tunisia	tū́nis	تونس
Rita	rī́tā	ريتا
France	fará́nsā	فرنسا
(a boy's name)	kā́mil	كامل
Kirkuk	karkū́k	كركوك
(he) travelled	sā́fara	سافر
(she) travelled	sā́farat	سافرت
to	ʔī́lā	الى
yesterday	ʔáms	امس

Notes :

1. Notice that ى in ليلى and الى is not a yā since it does not have two dots[1]. It is rather a form of alif which occurs only finally in a word

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1. In some printed or typed materials, final ي may be encountered without the two dots. Both ليلي /laylī/ and ليلى /laylā/, for instance, would be written ليلى

Like final ي , ى - when connected to a preceding letter - may appear in handwriting as ـے e.g. الے   لیلے

2. The letters t[2], l[3], and k have each two forms :

	Initially or medially	Examples	Finally	Examples
printed :	ﺗ	ستر تام	ت	نامت فات
typed :	ﺗ	ستر تام	ت	نامت فات
handwritten :	ﺗ	ستر تام	ت	نامت فات
printed :	ﻟ	سلم ليس	ل	نمل سال
typed :	ﻟ	سلم ليس	ل	نمل سال
handwritten :	ﻟ	سلم ليس	ل	نمل سال
printed :	ﻛ, ﮐ	لكم { كسر / کسر }	ك	منك فوك
typed :	ﮐ	لكم کسر	ك	منك فوك
handwritten :	ﮐ	لكم کسر	ك	منك فوك

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2. Arabic /t/ (and also /d/) are dentals while English /t/ (and /d/) are alveolars.

3. Arabic /l/ is similar to English /l/ in 'list', 'left' but differs from English /l/ in 'dull', 'fall', 'full'. Unlike in English /l/ in the latter examples, the central part of the tongue is not depressed, and the back of the tongue is not raised. That is, the tongue in general is relatively level.

If ل is followed by an alif, the combination appears as : لا لا (typed or printed) or لا (handwritten) (<u>not</u> لا or لا).

Initial and medial t differs from initial and medial n only in having an additional dot. However, final t differs from final n also in the shape of the letter :

	<u>t</u>	<u>Examples</u>	<u>n</u>	<u>Examples</u>
printed :	ت	فات رست	ن	سنان من
typed :	ت	فات رست	ن	سنان من
handwritten :	ت	فات رست	ن	سنان من

In handwriting, k has a slightly different form when it is followed by an alif or l e.g.

printed :	كان	مكلوم
typed :	كان	مكلوم
hand- written :	كان	مكلوم

k sometimes appears in handwriting (<u>only</u> when it is followed by an alif, but not when it is followed by l) in the following form : كان كان etc.
In handwriting, ك is often written ك e.g. منك (= منك).

3. <u>Hamza :</u>

ء , called 'hamza'[4] (represented by ? in the transcription), stands for a sound similar to the one heard at the beginning of a word which has an initial vowel when such a word is stressed e.g. 'He <u>is</u>', or in 'uh uh' as a way of saying 'no', or in the Scotch pronunciation of 'tt' in 'bottle'. Unlike English, however, this sound is significant for the meaning of a word in Arabic, and it occurs like other consonants in all positions e.g.

أمير /?amīr/, سأل /sa?ala/, مساء /masā?/ etc.

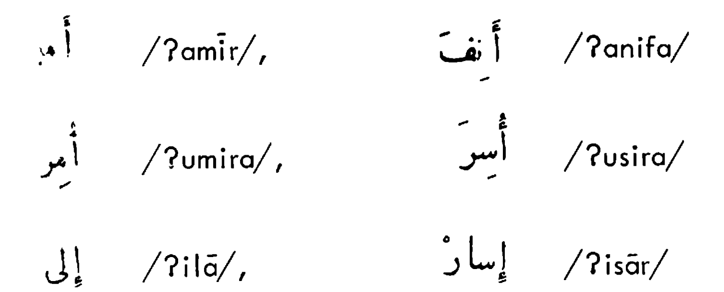
The letter hamza, ء , has only one form regardless of its position, and does not connect to a preceding or a following letter e.g. ساءْت /sā?at/. In most cases, the letter hamza occurs with one of the letters representing the long vowels (?alif , wāw, or yā? - but <u>undotted</u>) as its 'seat'. The rules that determine how a hamza is written are not essential at this stage but will be given for future reference. They (exceptions ignored) are :

1. At the beginning of a word, a hamza never stands alone. The 'seat' it takes in this position is always an ?alif[5]. In vowelled texts, an initial hamza is written above the ?alif if the hamza is followed by /a/ or /u/, and below it if it is followed by /i/ :

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4. In phonology, it is called 'glottal catch' or 'glottal stop' (because upon its articulation, the glottis is closed tightly stopping the air from passing).

5. Thus an ?alif at the beginning of a word, like a wāw or a yā?, does not stand for a vowel.



In unvowelled texts, an initial hamza (but not a medial or a final one) is often omitted. However, the ʔalif, its 'seat', is always retained. The previous examples would appear in an unvowelled text as follows :

امير انف امر اسر الى اسار

II. Medially and finally in a word, a hamza is written alone, on an ʔalif, on a wāw, or on an undotted yāʔ, depending on the vowels preceding or/and following e.g.

رؤوس سئم رأس ساء

(i) It stands alone :

a. in the middle of a word if it is preceded by an ʔalif or a wāw and followed by /a/ e.g.

سَاءَلَ /sāʔala/, يَسوءَكَ /yasūʔaka/

b. at the end of a word unless it is preceded by a short vowel e.g.

ساء /sāʔ/, يَسوء /yasūʔ/,

مُسيء /musīʔ/, مَرْء /marʔ/

(ii) It is written on an undotted yā? if it is preceded or followed by /i/[6] (except when any of the previous rules applies) e.g.

سَئِم /sa?ima/, رِئْم /ri?m/, رَئِيس /ra?īs/

(iii) It is written on a wāw if it is preceded or followed by /u/[6] (except when any of the previous rules applies) e.g.

رُؤُوس /ru?ūs/, نَؤُوم /na?ūm/, مُؤْمِن /mu?min/

(iv) It is written on an ?alif in all other cases in which none of the previous rules apply e.g.

سَأَم /sa?am/, رَأْس /ra?s/, أَسْوَأُ /?aswa?u/

4. A 3rd person feminine singular past tense verb is formed from the corresponding 3rd masculine singular by adding a ت e.g.

سافر رامي /sāfara rāmi/ 'Rami travelled'

سافرت ليلى /sāfarat laylā/ 'Layla travelled'

5. In Arabic, a verb may precede or follow its subject, provided the subject is a noun. The first alternative is more common :

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6. If the hamza is the last consonant in the word, a short vowel following it is ignored in applying these rules, i.e. the vowel preceding the hamza alone determines its written form.

سافر رامي رامي سافر	Rami travelled
سافرت ليلى ليلى سافرت	Layla travelled

6. Unlike English, a pronoun is not generally used before a verb :

سافر	(he) travelled
سافرت	(she) travelled

where the Arabic equivalents of 'he' and 'she', to be introduced in a later lesson, are (optionally) deleted.

ولا ليلى ملس لم لست لفيف لكم لك ليت

لتونس ملس ملف ملموس ملاك سليم سلوى

كامل كمل مال تسيل نمل ليل ينل يفل كلل

كسل نكيل مكرم كمال ملوك فلك سمك مسك

تام ترى فتور فتن كتم كتف تكتل فاتك فتيل

سرت سمت لمست نفت تمت تلت فتت سكت

(١ ١ ـ غالب من بغداد ٠

٢ ـ وبليغ من بغداد ٠

٣ ـ ودباغ من بغداد ٠

٤ ـ خالد من بيروت ٠

٥ ـ ومختار من بيروت ٠

٦ ـ وفروخ من بيروت ٠

٧ ـ بيروت في لبنان ٠

٨ ـ سافر خالد من لبنان الى ميونخ ٠

٩ ـ وبليغ سافر من بغداد الى ميونخ ٠

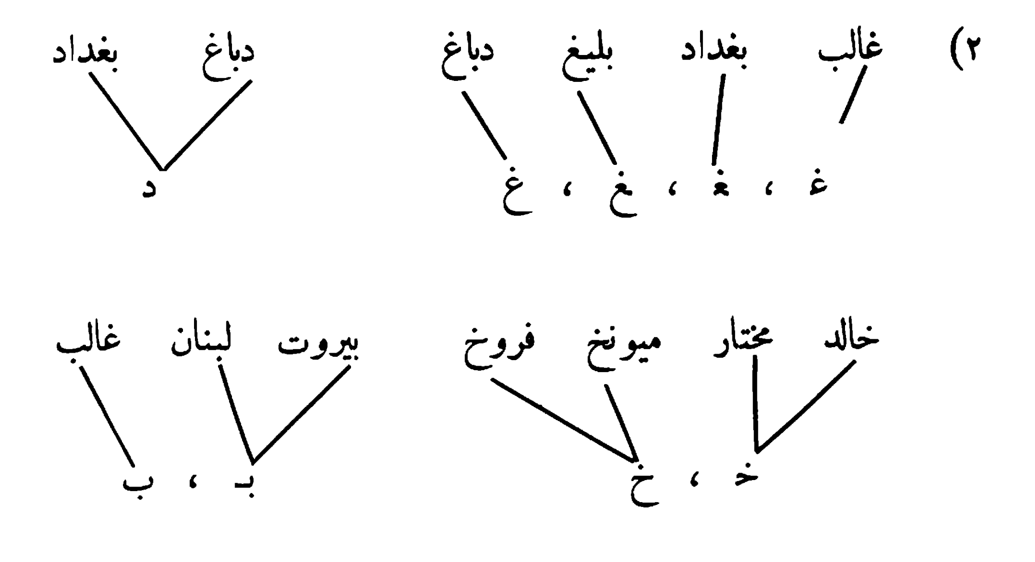
١٠ ـ ليلى سافرت الى بغداد ٠

١١ ـ سافرت ليلى الى بغداد امس ٠

....

غالب بغداد بليغ دباغ خالد

بيروت مختار فروخ لبنان ميونخ



....

خ ، غ ، ف ، غ ، د ، ر ، و ، ب ، ن ، ت ، ي ،

ل ، ب ، ت ، غ ، خ ، ك ، د ، ل ، م ، ت ،

غ ، ى ، غ ، ا ، د ، ي ، ب ، ي ، ک ، د ،

غ ، خ ، ب ، خ .

---

٣) ١ ـ د : دُرَيْدْ وَدادْ فَدْوى كَنَدا مَدْريدْ دَرْدَنيلْ وَئيدْ

٢ ـ ب : باريسْ كوبا بَرْلينْ بَنَيْتُ بِئْري نَبيلْ نَبَتَتْ بَلْ

٣ـب: لَبيبْ سَبَبْ يَنوبُ نَسيبْ كُتِبَ رِيَبْ دُروبْ رَكِبَ

٤ـغ : غانا غانْدي غَريبْ غِمارْ غائِبْ أَغْرى يُناغي أَدْغَمُ

٥ـغ: مَغْرِبْ أَفْغَانِسْتانْ بُلْغارْيا تَغْريدْ مَغْموسْ يُغْريكِ

٦ـغ : نَبَغَ يَبْلُغُ دُمِغَ رُسْغُ مُبالِغْ دامِغْ وَلَغَ مُسيغْ بُلِغَ

٧ـغ : فَراغْ ساغَ تَروغُ بَلاغْ يَفْرَغُ بُلوغْ نَمْرَغُ فارِغْ

٨ـخ : خَليلْ خانَ خالي فاخِرْ رَخيمْ خُراسانْ خُتِمَ

٩ـخ : فَخْري سَخِرَتْ يَمْخَرُ تَفْخَرينَ نَخيلْ يَخْلو بَخيلْ

١٠ـخ : وَسِخْ كامِخْ تَنْفُخُ راسِخْ سَمَخْ بَلْخُ نُفِخَ مُسِخَ

١١ـخ : باخْ داخَ فَرْخُ مَنْفوخْ فِراخْ كوخْ تَدوخُ ناخَ

١٢ـ ــّ : فَنَّدَ يَدُبُّ خُدِّرَ مُرِّغَ تُرْكِيّا يُبَلِّغُ تَسَلُّمْ سَخَّنَ

٤) ١ ـ بَلَغْ بالَغْ بَلَّغْ بَلاغْ

٢ ـ سَمَرْ سامَرْ سَمَّرْ سَمارْ

٣ ـ نَبَتْ نابَتْ نَبَّتْ نَباتْ

٤ ـ يَسَرْ ياسَرْ يَسَّرْ يَسارْ

٥ ـ مَلَكْ مالَكْ مَلَّكْ مَلاكْ

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٥) ١ ـ سَلِمْ سالِمْ سَلِّمْ سَليمْ

٢ ـ رَغِبْ راغِبْ رَغِّبْ رَغيبْ

٣ ـ مَلِكْ مالِكْ مَلِّكْ مَليكْ

٤ ـ لَبِسْ لابِسْ لَبِّسْ لَبيسْ

٥ ـ وَرِدْ وارِدْ وَرِّدْ وَريدْ

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٦) ١ ـ كَفيفْ خَفيفْ كامِلْ خامِلْ مَسَكَ مَسَخَ

٢ ـ سَكِرَ سَخِرَ نُكِبَ نُخِبَ نَكيلْ نَخيلْ

٣ ـ كُتِمَ خُتِمَ كُرومْ خُرومْ يَكونُ يَخونُ

٤ ـ مَكْتومْ مَخْتومْ يَكْفُرُ يَخْفُرُ مُسِكْ مُسِخْ

٥ ـ نَكَّلَ نَخَّلَ بَكِّرْ بَخِّرْ فَكُّنا فَخُّنا

---

٧) ١ ـ خارْ غارْ خَليلْ غَليلْ فَرَّخَ فَرَّغَ

٢ ـ خِلافْ غِلافْ فاخِرْ فاغِرْ مُرْخي مُرْغي

٣ ـ خُفِرَ غُفِرَ تَخورُ تَغورُ يُفَرِّخُ يُفَرِّغُ

٤ ـ مَخْلولْ مَغْلولْ مُخْني مُغْني نَخْلُكِ نَغْلُكِ

٥ ـ تَوَخَّرْ تَوَغَّرْ دَخِّلْ دَغِّلْ تَنَخُّمْ تَنَغُّمْ

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٨) ١ ـ كَرَّتْ خَرَّتْ غَرَّتْ رُكامْ رُخامْ رُغامْ

٢ ـ فاكِرْ فاخِرْ فاغِرْ تُفَرِّكُ تُفَرِّخُ تُفَرِّغُ

٣ ـ كُمِرَ خُمِرَ غُمِرَ كوري خوري غوري

٤ ـ لَكْمُ لَخْمُ لَغْمُ وَكْدي وَخْدي وَغْدي

٥ ـ رَكَّبْ رَخَّبْ رَغَّبْ نَكِّلْ نَخِّلْ نَغَّلْ

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	ġā́lib	غالب
Baghdad	baġdā́d	بغداد
(a boy's name)	balī́ġ	بليغ
(a family name)	dabbā́ġ	دباغ
(a boy's name)	xā́lid	خالد
Beirut	bayrū́t	بيروت
(a boy's name)	muxtā́r	مختار
(a family name)	farrū́x	فروخ
Lebanon	lubnā́n	لبنان
Munich	myū́nix	ميونخ

Notes :

1. The letter د /d/ is one of the six one-side connecters. It has only one form regardless of its position. (See remark 4 in the introduction). In handwriting, a connected د may differ slightly from an isolated د :

printed :	دار	مدر	سد
typed :	دار	مدر	سد
handwritten :	دار	مدر	سد

2. The letter ب /b/ has the same basic forms as ت /t/, the only difference being the number and position of dots. Compare :

بَرَكْ	/barak/	and	تَرَكْ	/tarak/
رَسَب	/rasab/	and	رَسَت	/rasat/

3. خ , transcribed /x/, is a voiceless[1] fricative articulated in the velum. It is similar to the sound represented by 'ch' in Scotch or German 'loch'. To pronounce the خ sound, put your tongue in the position of /k/, but do not let the tongue touch the roof of the mouth, forcing the breath through the narrow passage thus created.

The letter خ has two forms in typed or printed materials but four in hand-written ones e.g.

	Initial	Medial	Final (connected)	Final isolated)
printed :	خام	نخر	رسخ	مناخ
typed :	خام	نخر	رسخ	مناخ
handwritten :	خام	نخر	رسخ	مناخ

1. i.e. the vocal cords do not vibrate during its articulation.

غ , transcribed /ġ/, is the voiced counterpart of خ . It is similar to the Parisian /r/, or to a gargling sound.

The letter غ has four forms :

	Initial	Medial	Final (connected)	Final isolated)
printed :	غار	يغار	رسغ	راغ
typed :	غار	يغار	رسغ	راغ
handwritten :	غار	يغار	رسغ	راغ

ّ , called 'šadda' (/š/ is pronounced as 'sh' in 'shall' or 'bush'), is written above a consonant letter to indicate that such a consonant is doubled, i.e. - roughly speaking - pronounced twice with no intervening vowel e.g. نَكَّلَ /nakkala/. This 'doubling' occurs in modern English only in a few words (with prefixes) e.g. di<u>ss</u>eat (cf. deceit) though it is found in writing e.g. 'attach', 'arrange'. However, it occurs in uttering two consecutive words, the first of which ends in a consonant and the second starts with the same consonant e.g. tru<u>ck k</u>ing (cf. trucking), wi<u>th the</u>ir (cf. wither).

A fatḥa or a ḍamma is written <u>above</u> the šadda while a kasra is written <u>below</u> it (or below the letter). In all cases, however, the šadda itself is written above the letter:

مَسُّ , مَسَّ , { مَسِّ / مَسِّ }

Like other diacritic marks, the šadda is often omitted in unvowelled materials.

Whether the šadda is written or not, only one of the identical consonants is written in such cases. Thus if the šadda is not written, a word like كَمَّ /kamma/ will appear كم (exactly like كَمْ /kam/). This is, however, not the case if the two identical consonants are seperated by a vowel. In this latter case, both letters are written and no šadda is used. (cf. دَبّاغ /dabbaġ/ with دَبَبْتِ /dababti/, نَكَّلَ /nakkala/ with سِكَك /sikak/ or سِكَكُكُمْ /sikakukum/).

In Arabic, there are no clusters of three or more consonants, i.e. three consecutive consonants not seperated by any vowels (as in English 'spring' or 'lists', for instance).

غالب غسان غيب غرب غمر غفا غدر غور غلا

بغداد المغرب تغلب مغترب تغمر يغني تغسل سغب

باغ بلاغ لدغ بليغ رسغ دمغ مبالغ نبغ

خالد خدر فاخر خمر خفي اخبار خلاف خسف

تخفى يخون سلخت يخيم نخل تخاف مخوف

داخ فرخ كوخ ينفخ رسخ كاخ سخ بلخ

LESSON FIVE

١) ١ ـ هذا خالد ٠

٢ ـ هذه ليلى ٠

٣ ـ هذا طارق وهذا غالب ٠

٤ ـ هذا نبيه وهذه سهام ٠

٥ ـ طارق طالب ٠

٦ ـ ونبيه طالب ٠

٧ ـ طارق من قطر ٠

٨ ـ ونبيه من قطر ٠

٩ ـ سهام من بغداد ٠

١٠ ـ كان طارق في مسقط ٠

١١ ـ ذهب طارق من قطر الى مسقط ٠

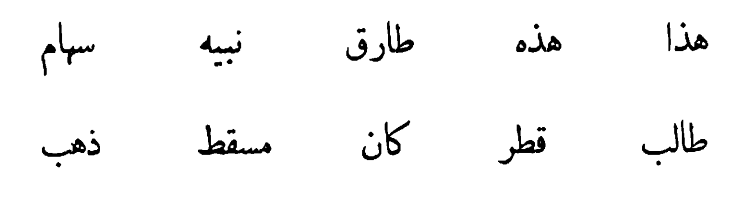
١٢ ـ سهام كانت في بغداد ٠

١٣ ـ ذهبت سهام الى بيروت ٠

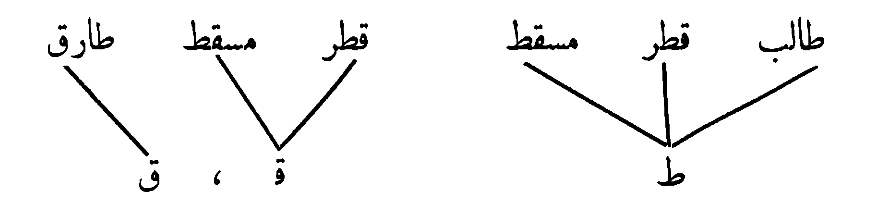
١٤ ـ سافرت من بغداد الى بيروت ٠

١٥ ـ ومن بيروت ذهبت الى تونس ٠

....







....

ه ، خ ، ف ، ق ، ق ، ف ، ذ ، د ، ط ، ه ،

غ ، ق ، غ ، م ، ه ، ك ، ب ، ن ، ذ ، ن ، ي ،

ل ، ا ، ك ، ر ، و ، م ، ط ، ه ، خ ، ه ،

غ ، ل ، ت ، ى ، ب ، ت ، غ ، ذ ، ق .

٣) ١ ـ ﻫ : هَلْ هَبَّ هَدى إِرْهابْ أَهْرامْ إِبْراهيمْ وِهادْ

٢ ـ ﻫ : مَهْدي سَبْها يَهودْ يَهُمُّ فَهْدُ أَسْهِمْ تَلَهُّفْ

٣ ـ ه : تاهَ دارُهُ يَكْرَهُ خالِهِ غُلامَهُ مِنْهُ إِلَيْهِ سَلْهُ

٤ ـ ذ : ذادَ رَذاذْ بُذِرَ يَذودُ لَذيذْ تَهْذي غَذّى مُنْذُ

٥ ـ ط : طَهْرانْ خُرْطومْ طَرابُلُسْ إيطالْيا رِباطْ بَريطانْيا مَطَّ

٦ ـ ق : قاسِمْ قَهْقَهَ ذاقَتْ سَمَرْقَنْدْ فَقَطْ نَفْقَأُ سُقِفَ مَقالْ

٧ ـ ق : فاروقْ ذَوْقُ طَريقْ سوقْ أُرْهِقَ تَدَفُّقْ غَسَقْ دُقَّ

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٤) ١ ـ تابْ طابْ وَتَرْ وَطَرْ تَمْتَمْ طَمْطَمْ

٢ ـ تينْ طينْ يَتِمُّ يَطِمُّ رَتيبْ رَطيبْ

٣ ـ توبي طوبي نَتُلُّ نَطُلُّ يُرَبِّتُ يُرَبِّطُ

٤ ـ نَتْلو نَطْلو رَتْلُكَ رَطْلُكَ مَتْلولْ مَطْلولْ

٥ ـ فَتَّرَ فَطَّرَ سَتِّرْ سَطِّرْ يَمُتُّ يَمُطُّ

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٥) ١ ـ كافْ قافْ كَلْكَلْ قَلْقَلْ بَرَكَ بَرَقَ

٢ ـ نُكِبَ نُقِبَ يَكِلُّ يَقِلُّ باكِي باقِي

٣ ـ كُلْ قُلْ كوبْ قوبْ كُلِّمَ قُلِّمَ

٤ ـ يَكْسو يَقْسو مَكْرورْ مَقْرورْ فَلَكْ فَلَقْ

٥ ـ نَكَّبَ نَقَّبَ نَكِّلْ نَقِّلْ يَدُكُّ يَدُقُّ

Vocabulary :

Gloss	Transcription	Arabic
this (masc.)	hā́đa	هذا
this (fem.)	hā́đihi	هذه
(a boy's name)	ṭā́riq	طارق
(a boy's name)	nabī́h	نبيه
(a girl's name)	sihā́m	سهام
student (masc.)	ṭā́lib	طالب
Qatar	qátar	قطر
(he) was	kā́na	كان
Masqat, Muscat	másqat	مسقط
(he) went	đáhaba	ذهب

Notes :

1. ذ , transcribed /đ/, is pronounced as English 'th' in words like 'this', 'either', 'seethe' (but not in words like 'think', 'ether', 'myth'). The letter ذ is one of the six one-side connectors. It has the same

basic form as د /d/, the difference being the dot of the ذ.

Compare :

دام /dām/ and ذام /đām/; بَدَرَ /badara/ and بَذَرَ /bađara/ etc.

2. Arabic /h/ is similar to English /h/ in 'hat', but unlike English /h/, it – like all other Arabic consonants – occurs initially, medially, or finally, and may be doubled.

The letter h in Arabic has the following forms :

	Initial	Examples	Medial	Examples	Final	Examples
printed :	ﻫ	دهر	ﻬ / ﻬ	فهم / فهم	ه / ﻪ	منه , كره
typed :	ﻫ	دهر	ﻬ	فهم	ﻪ	منه , كره
hand-written :	ﻫ	دهر	ﻬ	فهم	ه / ﻪ	منه , كره

In handwriting, final ﻪ <u>when connected to a previous letter</u> may appear as ~ e.g. فيه (= فيه), منه (= منه).

3. ق , transcribed /q/, is a voiceless stop like /k/ but articulated further back. The tongue touches the very back of the velum, and often the uvula. This is why ق is referred to sometimes as a uvular stop (versus /k/ which is a velar stop).

The letter q has the following forms :

	Initial or medial	Examples	Final	Examples
printed :	قـ	يقيس قام	ق	رفيق فاق
typed :	قـ	يقيس قام	ق	رفيق فاق
hand-written :	قـ	يقيس قام	ق	رفيق فاق

Initial and medial q differs from initial and medial f only in having an additional dot, but final q differs from final f also in the basic shape. Compare :

دف /daf/, دق /daq/ ; ريف /rīf/, ريق /rīq/

In handwriting, final ق is sometimes written ـف (with no dots) e.g. دف (= دق), ريف (= ريق).

4. Emphatics :

Non-Arab students tend to interpret the difference between words like طَمْ and تَمْ as a difference between the vowels, namely a 'back' 'a' in طَمْ and a 'front' 'a' in تَمْ . An Arab on the other hand is in general unaware of the difference of the vowels of such pairs and interpret the difference only as a difference in the consonants ط and ت . Actually, there is a

difference in both the vowels and the consonants in such words.

ط is called an 'emphatic' t and is transcribed /ṭ/ to indicate the difference between it and its corresponding 'plain' t, i.e. ت .

In addition to the ط /ṭ/, the 'emphasis' phenomenon includes /ḍ/, /ḍ̄/, and /ṣ/ which will occur in subsequent lessons. There is also an emphatic /l/ in Arabic which occurs in one word only, namely the word for 'God', الله /ʔaḷḷāh/ (unless this word is preceded by /i/, in which case it is pronounced with a plain /l/),

and an emphatic /r/. /r/ is emphatic :

(i) If it occurs initially followed by /a/ or /u/.

(ii) In the neighborhood of emphatic consonants, e.g.

emphatic r : رامي رَسَمَ مُرْطِبْ سارْ

non emphatic r : ريمْ يَرْسِمُ ساري ياسِرْ

The emphatics (/ṭ/, /ḍ/, /ḍ̄/, and /ṣ/) are transcribed with a dot underneath to differentiate them from their 'plain' counterparts (ت /t/, د /d/, ذ /ḏ/, and س /s/ respectively). ر is transcribed /r/, regardless of whether it is emphatic or not, since the difference does not result in a difference in meaning as in the other cases.

The emphatics differ from their plain counterparts in various ways :

(i) During the articulation of the emphatics, but not their plain counterparts, the back of the tongue is raised up towards the velum. For this reason, some linguists refer to the emphatics as 'velarized' sounds.

(ii) A constriction in the throat, a sort of tightening of the muscles, accompanies the articulation of the emphatics, but not the plain ones. Thus some linguists refer to the emphatics as 'pharyngealized' sounds.

(iii) The emphatics are alveolars, i.e. the tip of the tongue hits the ridge behind the upper front teeth, while their plain counterparts are dentals, i.e. the tip of the tongue hits the teeth themselves.

5. The letter ط , though not one of the six one-side connecters, has only one form regardless of its position in a word :

طارق قطر فقط

6. Adjacent to /q/ and the emphatic sounds, the back variants of /a/ and /ā/ occur (see note 2 lesson 2).

Notice that in هذا /hāđa/ and هذه /hāđihi/, an /ā/ is pronounced after the /h/ although not written. In fully vowelled texts, a small ʔalif is sometimes written above the ه to indicate that it is followed by the vowel /ā/ :

هٰذا هٰذِهِ

There are a few other words where an /ā/ is pronounced but not written. The most important of these are the following :

Unvowelled	Vowelled	Transcription	Meaning
لكن	لٰكِنْ	lā́kin	but
ذلك	ذٰلِكَ	đā́lika	that (masc.)
هؤلاء	هٰؤُلاءِ	hāʔulā́ʔi	these
اولئك	أُولٰئِكَ	ʔulā́ʔika	those
الله	اللّٰه	ʔallā́h	God
هكذا	هٰكَذا	hā́kađā	thus

هاب وهن ذهب هل هو هي همس هطل

طهر سهم ينهل فهد مهن بهت نهى لهف

كره هذه قهقه منه اذله كيسه نمه يتيه

سوط ظارق طير يطوف مطر قطر مسقط

قال قسم قدور قريب قبر فقير مقلوب قوم

ذاق قمقم يقظ قهر تقف نفق رقيق قلق نسق

LESSON SIX

١) ١ ـ هذا مطاع وهذه سعاد .

٢ ـ سعاد من عمان ومطاع من عمان .

٣ ـ هذا حسين وهذا مصلح .

٤ ـ حسين من صيدا ومصلح من صيدا .

٥ ـ صيدا في لبنان .

٦ ـ كان مطاع في قبرص .

٧ ـ وسعاد كانت في قبرص .

٨ ـ ذهب مطاع من قبرص الى اريحا .

٩ ـ وذهبت سعاد الى اريحا مع مطاع .

١٠ ـ سافر مصلح امس الى عمان .

١١ ـ سافر من صيدا الى عمان .

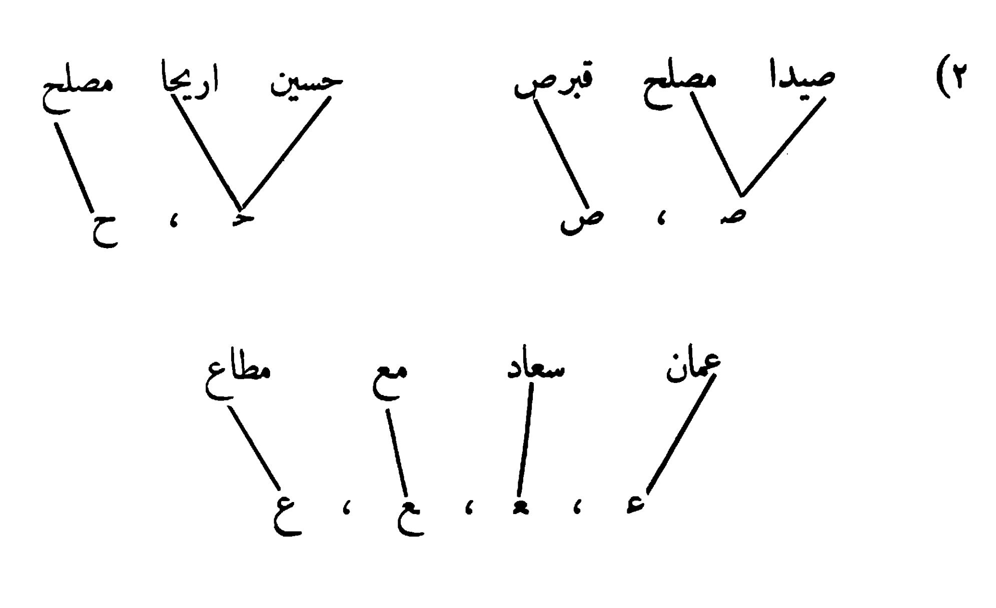
١٢ ـ وحسين سافر امس الى ميونخ .

١٣ ـ ذهب الى ميونخ مع خالد .

....

مطاع سعاد عمان حسين مصلح

صيدا قبرص اريحا مع



....

غـ ، عـ ، فـ ، ـغـ ، ـعـ ، قـ ، صـ ، ط ، حـ ، هـ ،

خـ ، ح ، خ ، غ ، ع ، ص ، ف ، ق ، ك ،

ل ، د ، ذ ، ن ، نـ ، ذ ، ء ، ع ، م ، ط ،

ص ، س ، ک ، ى ، ا ، غ ، ـغـ ، ف ، غ ،

خ ، صـ ، حـ ، ح ، ـمـ ، ـعـ ، و ، ر ، د ، نـ ،

تـ ، يـ ، بـ ، ذ ، غـ ، ق ، ي ، لـ ، ع ، ه .

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٣) ١ ـ صـ : صورْ صائِمْ ناصِر موصِلْ أَصْفَهانْ فَيْصَلْ نَصْبُغُ

٢ ـ ص : رَخيصْ لُصوصْ حَريصْ قَصَّ تَخُصُّ مَنْصوصْ يَغَصُّ

٣ ـ ء : عَدَنْ عارِفْ عِصامْ عَرَبْ عَلي عَفافْ عاطِفْ عيسى

٤ ـ ﻌ : سُعودْ صَنْعاءْ مَطْعَمْ سَعيدْ نَسْعى نَعَمْ مَعَهُ نَلْعَبُ

٥ ـ ع : وَديعْ تُصْنَعُ رائِعْ قَبَعَ يافِعْ صُفِعَ لامِعْ بَديعْ طَمِعَ

٦ ـ ع : لَذَعَ دُموعْ تَفَرَّعَ أَذاعَ صِراعْ أَبْدِعْ يُقْرَعُ باعَ

٧ ـ ﺣ : حَسّانْ حَيْفا حَلَبْ أَحْمَدْ وَحيدْ حَوّاءْ حَبيبْ

٨ ـ ﺤ : مُحَمَّدْ يَتَحَكَّمُ مُحْسِنْ نُحِبُّ أَصْحابْ نَحْنُ

٩ ـ ح : صالِحْ مُكافِحْ صَحِّحْ مَسيحْ يُلِحُّ فَصيحْ تَطْمَحْ

١٠ ـ ح : صَباحْ كِفاحْ يُرَوِّحُ سِلاحْ مَمْدوحْ يَفوحُ مُبَرِّحُ

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٤) ١ ـ سامَ صامَ نَسَبْ نَصَبْ سَيْفُكَ صَيْفُكَ

٢ ـ تَسِمُ تَصِمُ مَسيرْ مَصيرْ نَسيبْ نَصيبْ

٣ ـ سُلِبَ صُلِبَ يَرْسُفُ يَرْسُفُ تَسومُ تَصومُ

٤ ـ نَسْحَبُ نَصْحَبُ وَسْمُ وَصْمُ مَسْلوبْ مَصْلوبْ

٥ ـ مَسَّ مَصَّ حَسِّنْ حَصِّنْ تَوَسَّلْ تَوَصَّلْ

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٥) ١ ـ أَسيرْ عَسيرْ سَأَلْ سَعَلْ بَرَأَ بَرَعَ

٢ ـ نائِمْ ناعِمْ وَئيدْ وَعيدْ مَسائي مَساعي

٣ ـ أُبِّدَ عُبِّدَ أُمِرَ عُمِرَ رَؤوفْ رَعوفْ

٤ ـ داءْ داعْ مُؤْلِمْ مُعْلِمْ مَأْمورْ مَعْمورْ

٥ ـ فَأَّلَ فَعَّلَ يُنَئِّمُ يُنَعِّمُ تَوَأُّدْ تَوَعُّدْ

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٦) ١ ـ هامَ حامَ سَهَرْ سَحَرْ هَرَمْ حَرَمْ

٢ ـ رَهيبْ رَحيبْ مُلْهِمْ مُلْحِمْ كاهِلْ كاحِلْ

٣ ـ ذُهولْ ذُحولْ تَهولُ تَحولُ يَفوهُ يَفوحُ

٤ ـ يَهْوي يَحْوي دَهْرُكُمْ دَحْرُكُمْ فَهْمي فَحْمي

٥ ـ وَهَّدَ وَحَّدَ فَهِّمْ فَحِّمْ تَلَهُّفْ تَلَحُّفْ

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٧) ١ ـ حَمَلْ عَمَلْ حالي عالي راحَ راعَ

٢ ـ حِلْمُهُ عِلْمُهُ وَحيدْ وَعيدْ يُحيلُ يُعيلُ

٣ ـ حورْ عورْ نَحولُ نَعولُ مَلْحوبْ مَلْعوبْ

٤ ـ وَحْدَكِ وَعْدَكِ مَحْمولْ مَعْمولْ رَحْرَحْ رَعْرَعْ

٥ ـ نَحَّالْ نَعَّالْ يُرَحِّبُ يُرَعِّبُ تَدُحُّ تَدُعُّ

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٨) ١ ـ عَلَّ غَلَّ نَعَمْ نَغَمْ فَرَعَ فَرَغَ

٢ ـ عيدْ غيدْ يُناعِمُ يُناغِمُ نَعيبْ نَغيبْ

٣ ـ عُرِفَ غُرِفَ وُعولْ وُغولْ يَروعُ يَروغُ

٤ ـ يَعْدو يَغْدو مَعْلولْ مَغْلولْ وَعْدُ وَغْدُ

٥ ـ نَعَّمْ نَغَّمْ تُرَعِّبُ تُرَغِّبُ تَوَعُّرْ تَوَغُّرْ

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٩) ١ ـ رَأَفْ   رَعَفْ   رَحَفْ   رَخَفْ   رَغَفْ

٢ ـ وَئِيدْ   وَعِيدْ   وَحِيدْ   وَخِيدْ   وَغِيدْ

٣ ـ يَؤُولْ   يَعُولْ   يَحُولْ   يَخُولْ   يَغُولْ

٤ ـ مَأْمُورْ   مَعْمُورْ   مَحْمُورْ   مَخْمُورْ   مَغْمُورْ

٥ ـ رَأَبْ   رَعَّبْ   رَحَّبْ   رَخَّبْ   رَغَّبْ

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١٠) ١ ـ هالْ   حالْ   عالْ   غالْ   خالْ

٢ ـ نَهِيبْ   نَحِيبْ   نَعِيبْ   نَغِيبْ   نَخِيبْ

٣ ـ يَهُمُّ   يَحُمُّ   يَعُمُّ   يَغُمُّ   يَخُمُّ

٤ ـ وَهْدِي   وَحْدِي   وَعْدِي   وَغْدِي   وَخْدِي

٥ ـ فَهَّمْ   فَحَّمْ   فَعَّمْ   فَغَّمْ   فَخَّمْ

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	muṭā́ɛ	مطاع
(a girl's name)	suɛā́d	سعاد
Amman	ɛammā́n	عمان
(a boy's name)	ḥusáyn	حسين
(a boy's name)	múṣliḥ	مصلح
Sidon	ṣáyda	صيدا
Cyprus	qúbruṣ	قبرص
Jerico	ʔarī́ḥa	اريحا
with	máɛa	مع

Notes :

1. ص , transcribed /ṣ/, is the emphatic counterpart of س /s/. The letter ṣ has two forms :

	Initially or medially	Examples	Finally	Examples
printed :	صـ	مصلح صيدا	ص	حريص فرص
typed :	صـ	مصلح صيدا	ص	حريص فرص
hand-written :	صـ	مصلح صيدا	ص	حريص فرص

Notice that an initial or medial صـ has a little 'hook' that is not present in ط . Thus the difference between these two letters is not just the vertical line of the ط , which the صـ lacks, but also the 'hook' of the صـ which is lacking in the ط :

صار طار

ح , transcribed /ḥ/, is a voiceless pharyngeal fricative. It sounds similar to a loud 'stage whisper' or to the sound one makes when he breathes on his glasses.

The letter ح /ḥ/ has the same basic forms of the letter خ /x/, the only difference being the lack of a dot in the former. Compare :

printed :	حال خال	يحل يخل	سلح سلخ	ناح ناخ
typed :	حال خال	يحل يخل	سلح سلخ	ناح ناخ
hand-written :	حال خال	يحل يخل	سلخ سلح	ناح ناخ

ع , transcribed /ع/, is basically like the ح but it is voiced. A greater tension in the throat accompanies the articulation of ع. Several suggestions were made to help the student pronounce correctly the ع and ح sounds which seem to be the most difficult sounds in Arabic for non-Arabs. The best suggestion is probably to listen carefully to a native speaker pronounce these sounds and try to imitate him.

The letter ع has the same basic forms as غ, the only difference being the lack of a dot in ع. Compare :

printed :	عام	غام	يعم	يغم	راع	راغ	دمع	دمغ
typed :	عام	غام	يعم	يغم	راع	راغ	دمع	دمغ
hand-written :	عام	غام	يعم	يغم	راع	راغ	دمع	دمغ

Initial عـ is similar to ء , the hamza, but unlike it, it is always connected to a following letter and is slightly bigger. Compare :

ساعته /sāεatuhu/ and ساءته /sāʔathu/

لمان سعاد مطاع مع حسين اريحا ملح فاح

صاد صبر صلى صمت صنم صيدا صور مصلح

حرص قبرص لصوص تقص يغص رخيص تنص تقمص

١) ١ ـ هذا عزيز وهذه زينب ٠

٢ ـ هذا شريف وهذا فرج ٠

٣ ـ فرج امير وشريف امير ٠

٤ ـ عزيز طالب وحسين طالب ٠

٥ ـ زينب من دمشق وعزيز من دمشق ٠

٦ ـ كان شريف في قطر ٠

٧ ـ سافر من قطر الى بغداد ٠

٨ ـ شريف سافر الى بغداد مع حسين ٠

٩ ـ وصل شريف الى بغداد امس ٠

١٠ ـ عزيز ذهب الى جرش ٠

١١ ـ ذهب من دمشق الى جرش ٠

١٢ ـ ذهب الى جرش مع فرج ٠

١٣ ـ وزينب ذهبت الى جرش ٠

١٤ ـ ذهبت الى جرش مع فرج وعزيز ٠

١٥ ـ وصلت الى جرش مع عزيز وفرج امس ٠

....

شريف   دمشق   جرش   فرج

عزيز   زينب   امير   وصل

---

٢) شريف دمشق جرش   زينب عزيز   جرش فرج

ش ، ش   ز   ج ، ج

....

ح ، خ ، ج ، ه ، ش ، س ، ج ، ر ، ذ ، ز ،

ش ، ص ، ط ، س ، خ ، ز ، و ، ن ، ف ،

ج ، ب ، ح ، ش ، م ، ه ، ت ، ى ، ه ، ع ،

ف ، غ ، ق ، غ ، ج ، غ ، ح ، م ، ک ، ش ، ك .

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٣) ١ ـ ج : جِذْعُ جُحْرٌ جَمالُها جِراحُ جُمِعَ وَجْهٍ ناجِحونَ

٢ ـ ج : هُجوعٍ خَجَلاً تَحْجُبُ نَجاحُكُمْ حِجْرُكِ نَجيعاً عَجيبٍ

٣ـ ج : وَهْجٌ عَجيجٍ نَهْجٌ يَحُجُّ مُدَجَّجٍ نَحْتَجُّ يَخْتَلِجُ

٤ـ ج : حَدَجَ عِلاجٍ خارِجٌ أُحْرِجَ رَجْراجٍ نَخْرُجُ حُجّاجُ

٥ـ ز : زُجَّ زُحْزِحَ وِزْراً خَرَزٌ فَوْزي بَزَغَ مُزِجَ مَزَّقَ

٦ـ ش : شيكاغو واشِنْطُنْ كَشْميرْ شَمْساً شَيْخٍ شَبَحاً مَشْبوهٌ

٧ـ ش : فِراشٍ أَطْرَشُ مَرّاكِشْ عَريشْ قَشٌّ عَشَّشَ وَحْشٍ غَشَّ

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	šarī́f	شريف
Damascus	dimášq	دمشق
Jarash	járaš	جرش
(a boy's name)	fáraj	فرج
(a boy's name)	ɛazī́z	عزيز
(a girl's name)	záynab	زينب
prince	ʔamī́r	امير
(he) arrived (at, in)	wáṣala (ʔíla)	وصل (الى)

Notes :

1. The letter ز /z/ has the same basic form as ر /r/, the only difference being the presence of a dot on the ز . Compare :

printed :	اراد	ازاد	فرّ	فزّ
typed :	أراد	ازاد	فرّ	فزّ
hand-written :	اراد	ازاد	فرّ	فزّ

The six one-side connectors have now all been introduced. They are :

ا /a/, د /d/, ذ /đ/, ر /r/, ز /z/, and و /w, ū/.

2. The letter ش , transcribed /š/ and pronounced as 'sh' in 'she' or 'fish', has the same basic forms as س /s/, the difference being the presence of three dots on the ش . Compare :

printed :	سال شال	يسدّ يشدّ	فرس فرش
typed :	سال شال	يسد يشد	فرس فرش
hand-written :	سال شال	يسد يشد	فرس فرش

Notice that in handwriting, the dots are connected. Also in hand-writing, ش is sometimes written ـــ (with no dots) e.g. جرس (= جرش).

ج /j/ is pronounced like the first or last sound in 'judge'. However, some Arabs pronounce it, under the influence of their spoken dialects, as 'j' in French i.e. like the 's' in English 'delusion' or 'pleasure'. In Cairo and other places in the northern part of Egypt, ج is pronounced /g/.

The letter ج /j/ has the same basic forms as ح /ḥ/ and خ /x/, the difference being the lack or presence of a dot and its position. Compare :

printed :	حار	خار	جار	نحل	نخل	نجل
typed :	حار	خار	جار	نحل	نخل	نجل
hand-written :	حار	خار	جار	نحل	نخل	نجل
printed :	فرّح	فرّخ	فرّج	فح	فخ	فج
typed :	فرّح	فرّخ	فرّج	فح	فخ	فج
hand-written :	فرّح	فرّخ	فرّج	فح	فخ	فج

4. <u>Cases</u> :

Arabic has a case system that affects the endings of most nouns and adjectives. There are three cases : Nominative, accusative, and genitive. Nouns and adjectives, with some exceptions, take /u/ ending in the nom. case, /a/ ending in the acc. case, and /i/ ending in the gen. case if they are definite, and /un/, /an/, and /in/ endings respectively if they are indefinite. The final /n/ of the indefinite case, called 'tanwīn', is <u>not written</u>. In vowelled texts, it is indicated by doubling the diacritic marks, ḍamma, fatḥa, and kasra, i.e., /un/ is represented by ٌ , /an/ by ً , and /in/ by ٍ . ٌ appears very often as ٌ e.g.

Nominative	Accusative	Genitive	Meaning
طالبٌ /ṭālibun/	طالباً /ṭāliban/	طالبٍ /ṭālibin/	student
اميرٌ /ʔamīrun/	اميراً /ʔamīran/	اميرٍ /ʔamīrin/	prince

Notice that in the acc. indefinite, an ʔalif is added at the end of the word. The following are exceptions to this rule :

(i) Words ending in أ , اء , ا , ى , and 'tied t' (which will be introduced in the next lesson).

(ii) Words which never take 'tanwīn' ending (e.g. the dual, certain kinds of plural, and some patterns of nouns and adjectives) or take the gen. tanwīn ending, /in/, instead of the expected /an/ in the acc. case (as is the case in a certain kind of plurals).

5. Context and pause forms :

Most Arabic words may be read in two different ways :

(i) 'Context form', where case endings and other vowel endings are pronounced.

(ii) 'Pause form', where these endings, unless they are long vowels, are dropped.

The latter form is usually used before a pause, especially at the end of a sentence e.g.

	Context form	Pause form
طالب	/ṭālibun/ /ṭālibin/	/ṭālib/
سافر	/sāfara/	/sāfar/

Proper names are usually read in pause form in Modern Arabic e.g. /xālid/ (not /xālidun/ etc.), بيروت /bayrūt/ (not /bayrūtu/ etc.).

Words having the ʔalif ending which is added in the acc. case are usually pronounced the same way in both context and pause forms, namely with /an/ ending e.g.

طالبا /ṭāliban/, اميرا /ʔamīran/ etc.[1]

If after dropping the vowel ending in pause form, two identical consonants are left, the last one of these will also drop e.g.

	Context form	Pause form
محتلّ	/muḫtállun/	/muḫtál/
يستفزّ	/yastafízzu/	/yastafíz/
استردّ	/ʔistarádda/	/ʔistarád/

Notice that the stress is on the same syllable in both context and pause forms in these examples.

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1. Some readers pronounce such words in pause form with an /a/ ending instead of /an/. In poetry, rhyming words at the end of verses are pronounced with an /a/ ending rather than /an/.

شريف دمشق جريش فرنج عزيز زينب امير وصل

LESSON EIGHT

١) ١ ـ هذا ليث وهذه بثينة ٠

٢ ـ ليث امير وبثينة اميرة ٠

٣ ـ هذا وضاح وهذه روض ٠

٤ ـ وضاح طالب وروض طالبة ٠

٥ ـ ليث من قطر ٠

٦ ـ ووضاح ايضا من قطر ٠

٧ ـ سافر وضاح من قطر الى عمان ٠

٨ ـ سافر الى عمان مع روض ٠

٩ ـ وليث ايضا ذهب الى عمان ٠

١٠ ـ ذهب الى عمان مع بثينة ٠

١١ ـ ثم سافر من عمان الى بغداد ٠

١٢ ـ ثم عاد من بغداد الى قطر ٠

١٣ ـ عاد ليث الى قطر امس ٠

....

ليث	بثينة	اميرة	وضاح
روض	ايضا	ثم	عاد

---

٢) ثم بثينة ليث   وضاح ايضا روض   اميرة طالبة

ث ، ث   ض ، ض   ة

....

ش ، ث ، ت ، ي ، ن ، ذ ، ز ، ر ، د ، ل ،

ك ، ا ، ض ، ص ، ط ، ه ، ة ، ص ، ث ،

ت ، ب ، ض ، ش ، ج ، ج ، ض ، ث ،

ف ، ف ، س ، ث ، ة ، ت ، ه ، م ، ع ،

غ ، خ ، ض ، ح ، ي ، ش ، غ ، ع ، ذ ، ث .

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٣) ١ ـ ث : ثُمْنٌ ثَعْلَبٌ كَثيراً يَثْني عَبَثاً حَثَّتْ مُثَلَّتْ تَثوبُ

٢ ـ ث : وَرِثَ عاثَ ثالوثٌ خُبْثٌ يَحُثُّ بُعِثَ نَفَثَ غَيْثٌ

٣ ـ ض : ضَيْفٌ رَضَخَ ضَياعٌ فاضِلٌ ضَحّى بَيْضاءُ أَخْضَرُ

٤ ـ ض : حَوْضٌ أَغْراضٌ عَريضٍ يَقُضُّ بَعْضٌ مَريضٍ فَضْفاضٍ

٥ ـ ة : كُرَةً حالَةٍ صِفَةً مُدَّةٍ زَوْجَةٌ شَرِكَةً جَنَّةٍ غيرَةٌ

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٤) ١ ـ ه : أَميرَهُ رَئيسَهُ كِتابَهُ عَميلَهُ مَلِكَهُ طالِبَهُ وَرْدَهُ

٢ ـ ة : أَميرةُ رَئيسةُ كِتابةُ عَميلةُ مَلِكةُ طالِبةُ وَرْدةُ

---

٥) ١ ـ أَعْداءُ أَعْضاءُ بَيْداءُ بَيْضاءُ مَدَدْ مَضَضْ

٢ ـ مُرْدٍ مُرْضٍ مُدِلٌّ مُضِلٌّ حَديدٍ حَضيضٍ

٣ ـ فَرْدٌ فَرْضٌ رُدودٌ رُضوضٌ تَرْكُدُ تَرْكُضُ

٤ ـ بيدْ بيضْ أَدْمَنْ أَضْمَنْ مُدْنيكِ مُضْنيكِ

٥ ـ عَدَّ عَضَّ خَدٌّ خَضٌّ يَرُدُّ يَرُضُّ

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	layθ	ليث
(a girl's name)	buθáyna	بثينة
princess	?amíra(tun)	اميرة
(a boy's name)	waḍḍáḥ	وضاح
(a girl's name)	rawḍ	روض
also, too	?áyḍan	ايضا
then, and then	θúmma	ثم
e) returned	ʕáda	عاد

ɔtes :

Tied 't' :

a. ة , called 'tā? marbūṭa' (tied 't'), occurs only finally in a word, and is always preceded by /a/ (or /ā/). Since this is always the case, there is no need to write a fatḥa on the letter preceding a

tā? marbūṭa, even in vowelled texts. e.g.

أَميرةٌ /?amīratun/, طالِبةٌ /ṭālibatun/, حَياةٌ /ḥayātun/

b. Singular nouns and adjectives ending in a tā marbūṭa, with a few exceptions (e.g. خَليفة 'caliph', عَلاّمة 'a learned man', and a few proper names), are feminine. In many cases (but not always), a feminine singular noun or adjective is formed by adding a ة to the corresponding masculine form. e.g.

أَمير	prince	أَميرة	princess
مَلِك	king	مَلِكة	queen
طالِب	student (m.)	طالِبة	student (f.)
كَبير	big (m.)	كَبيرة	big (f.)
جَميل	beautiful (m.)	جَميلة	beautiful (f.)

c. In context form (see note 5 lesson 7), ة is pronounced as a regular 't', i.e. as ت . Compare :

نَبات /nabātun/, /nabātin/ etc.

صَلاة /ṣalātun/, /ṣalātin/ etc.

However, in pause form, ة is not pronounced[1], while ت is. Compare :

نَبات /nabāt/, صَوْت /ṣawt/ etc.

صَلاة /ṣalā/, أَميرة /ʔamīra/ etc.

d. Words ending in ة do not take an ʔalif ending in the acc. indef. (see note 4 lesson 7) e.g.

طالِبةً /ṭālibatan/ (cf. طالباً /ṭāliban/)

خَليفةً /xalīfatan/ (cf. أَميراً /ʔamīran/)

---

1. Some readers pronounce it as an /h/ in such cases :

صلاة /ṣalāh/, اميرة /ʔamīrah/ etc.

e. If a suffix is added to a word ending in a 'tied 't', the latter will be 'untied', i.e. it will be written as a regular 't' e.g.

(نا + خليفة) خليفتنا , (كم + اميرة) اميرتكم

f. In handwriting, ة - like final 'h' (from which it differs only in the presence of two dots) - may appear <u>when connected to a preceding letter</u> as ـة e.g.

طالبة (= طالبة), خليفة (= خليفة)

ث , transcribed /θ/, is pronounced like 'th' in 'think', 'myth' (but not in 'this'; cf. note 1 lesson 5).

The letter ث has the same basic forms as ب /b/ and ت /t/, the difference being the number and position of dots. Compare :

باب /bāb/, تاب /tāb/, ثاب /θāb/

حَبَّ /ḫabba/, حَتَّ /ḫatta/, حَثَّ /ḫaθθa/

In handwriting, the three dots of the ث , like the three dots of the ش /š/ and other dots in general, are connected :

printed :	ثم	بثينه	ليث
typed :	ثم	بثينه	ليث
hand-written :	ثم	بثينه	ليث

3. ض , transcribed /ḍ/, is the emphatic counterpart of د /d/ (see note 4 lesson 5).

The letter ض has the same basic forms as ص /ṣ/, the difference being the dot of the ض. Compare :

صَرَّ	/ṣarra/,	ضَرَّ	/ḍarra/
نَصَبَ	/naṣaba/,	نَضَبَ	/naḍaba/
قاصٍ	/qāṣin/,	قاضٍ	/qāḍin/

In handwriting, final ض may appear as ص (without a dot) e.g.

روص (= روض), بيص (= بيض).

4. The equivalent of English 'and then' is ثم and <u>not وثم</u>. In Arabic ثم is never preceded by و 'and'.

5. Notice that ايضا is pronounced /ʔayḍan/, the final /an/ being the tanwīn in the acc. case indicated by the presence of the final added ʔalif (see note 4 lesson 7).

Words which take tanwīn are nouns and adjectives. ايضا is the acc. form of an obsolete 'verbal noun'.

ثم بثينه ليث وضاح ايضا روض عار اميرة طالبة

١) ١ ـ هذا حافظ وهذه آمال .

٢ ـ حافظ موظف .

٣ ـ هو موظف في المطار .

٤ ـ وآمال موظفة .

٥ ـ هي ايضا موظفة في المطار .

٦ ـ كانت آمال طالبة .

٧ ـ وهي الآن موظفة في المطار .

٨ ـ حافظ من الظهران .

٩ ـ وهو الآن في العراق .

١٠ ـ هذه سيارة .

١١ ـ حافظ في السيارة .

١٢ ـ وآمال ايضا في السيارة .

....

حافظ   آمال   موظف   مطار ـ المطار   سيارة ـ السيارة

هو   هي   الآن   الظهران   العراق

---

٢) موظف الظهران حافظ
ظ

آمال الآن
آ

....

ا ، بـ ـ ب ، تـ ـ ت ، ثـ ـ ث ، جـ ـ ج ،

حـ ـ ح ، خـ ـ خ ، د ، ذ ، ر ، ز ، سـ ـ س ،

شـ ـ ش ، صـ ـ ص ، ضـ ـ ض ، ط ، ظ ، عـ ـ ـعـ ـ

ـع ـ ع ، غـ ـ ـغـ ـ ـغ ـ غ ، فـ ـ ف ، قـ ـ ق ،

كـ ـ ك ، لـ ـ ل ، مـ ـ م ، نـ ـ ن ، هـ ـ ـهـ ـ ه ،

ة ، و ، يـ ـ ي ، ى .

---

٣) ١ ـ ظ : ظُلِمَ ظَهَرَ عَظيمٍ ظَفِرَتْ حَنْظَلٌ غاظَ يَغيظُ

مَلْحوظٌ شُواظٍ مُعَظَّمٌ لَحْظَةً تَنْظيمٍ حَظُّكَ فَظٌّ

٢ ـ آ : آمِنْ آلى آسادٌ آلَمَ آحادٍ آخَرُ مَآثِرُ آسِنٍ

مآرِبُ آتى آدَمْ آخى آبَ آذى رَآكِ آثِمونَ

---

١ ـ أَذَلَّ   أَظَلَّ   ذَليلٌ   ظَليلٌ   ذَرْفٍ   ظَرْفٍ

٢ ـ حاذي   حاظي   مُذِلٌّ   مُظِلٌّ   نَذيرٍ   نَظيرٍ

٣ ـ ذُلِّلَ   ظُلِّلَ   يَحْذو   يَحظو   مَحْذورٌ   مَحْظورٌ

٤ ـ عَذْبٍ   عَظْبٍ   أَذْعَنَ   أَظْعَنَ   مَذْروفٌ   مَظْروفٌ

٥ ـ فَذّاً   فَظّاً   عُذِّبَ   عُظِّبَ   تَلَذُّذٌ   تَلَظُّظٌ

أَميرٌ   ٱلْأَميرُ   وَٱلْأَميرُ ،   بَيْتٌ   ٱلْبَيْتُ   وَٱلْبَيْتُ ،

جَبَلٌ   ٱلْجَبَلُ   وَٱلْجَبَلُ ،   حَرْبٌ   ٱلْحَرْبُ   وَٱلْحَرْبُ ،

خَيْرٌ   ٱلْخَيْرُ   وَٱلْخَيْرُ ،   عَلَمٌ   ٱلْعَلَمُ   وَٱلْعَلَمُ ،

غَرْبٌ   ٱلْغَرْبُ   وَٱلْغَرْبُ ،   فَنٌّ   ٱلْفَنُّ   وَٱلْفَنُّ ،

قَمَرٌ   ٱلْقَمَرُ   وَٱلْقَمَرُ ،   كَبيرٌ   ٱلْكَبيرُ   وَٱلْكَبيرُ ،

مُوَظَّفٌ   ٱلْمُوَظَّفُ   وَٱلْمُوَظَّفُ ،   هَمْسٌ   ٱلْهَمْسُ   وَٱلْهَمْسُ ،

وَفْدٌ   ٱلْوَفْدُ   وَٱلْوَفْدُ ،   يَوْمٌ   ٱلْيَوْمُ   وَٱلْيَوْمُ .

---

٢ ـ تَطَوُّرٌ ٱلتَّطَوُّرُ وَٱلتَّطَوُّرُ ، ثَمَرٌ ٱلثَّمَرُ وَٱلثَّمَرُ ،

دَمٌ ٱلدَّمُ وَٱلدَّمُ ، ذَوْقٌ ٱلذَّوْقُ وَٱلذَّوْقُ ،

رَئِيسٌ ٱلرَّئِيسُ وَٱلرَّئِيسُ ، زَمَنٌ ٱلزَّمَنُ وَٱلزَّمَنُ ،

سَيّارةٌ ٱلسَّيّارةُ وَٱلسَّيّارةُ ، شَمْسٌ ٱلشَّمْسُ وَٱلشَّمْسُ ،

صَمْتٌ ٱلصَّمْتُ وَٱلصَّمْتُ ، ضَيْفٌ ٱلضَّيْفُ وَٱلضَّيْفُ ،

طالِبٌ ٱلطَّالِبُ وَٱلطَّالِبُ ، ظِلٌّ ٱلظِّلُّ وَٱلظِّلُّ ،

لَجْنَةٌ ٱللَّجْنةُ وَٱللَّجْنةُ ، نَبِيٌّ ٱلنَّبِيُّ وَٱلنَّبِيُّ .

---

٣ ـ ٱقْتِصادٌ ـ أَنْعَشَ ٱقْتِصادَ ٱلْبَلَدِ ، ٱفْتَرَقْنا ـ نَحْنُ ٱفْتَرَقْنا ،

ٱشْرَبي ـ كُلي وَٱشْرَبي ، ٱنْتِظارٌ ـ طالَ ٱنْتِظاري ،

ٱسْمٌ ـ ما ٱسْمُكِ ، ٱبْنةٌ ـ أَنْتِ ٱبْنَتُهُ .

Vocabulary :

Gloss	Transcription	Arabic
(a boy's name)	ḫā́fiḏ̣	حافظ
(a girl's name)	ʔāmā́l	آمال
employee	muwáḏ̣ḏ̣af	موظف
airport	maṭā́r	مطار
the airport	(ʔa)lmaṭā́r	المطار
car	sayyā́ra(tun)	سيارة
the car	(ʔa)ssayyā́ra(tu)	السيارة
he, it (masc.)	húwa	هو
she, it (fem.)	híya	هي
now	(ʔa)lʔā́n	الآن
Dhahran	(ʔa)ḏ̣ḏ̣ahrā́n	الظهران
Iraq	(ʔa)lɛirā́q	العراق

Notes :

1. ظ , transcribed /ḍ̄/, is the emphatic counterpart of ذ /đ/ (see note 4 lesson 5).

The letter ظ has the same basic form as ط /ṭ/, the difference being the dot of the ظ . Compare :

طَلَّ	/ṭalla/,	ظَلَّ	/ḍ̄alla/
نَطَرَ	/naṭara/	نَظَرَ	/naḍ̄ara/
حَطٌّ	/haṭṭun/,	حَظٌّ	/haḍ̄ḍ̄un/

ط and ظ are the only letters among the ones that connect both ways which have one form regardless of their position. The following are the letters which have only one form :

ا /ā/, د /d/, ذ /đ/, ر /r/, ز /z/,

ط /ṭ/, ظ /ḍ̄/, و /w,ū/, ة 'tied' t, ى

'ʔalif maqṣūra', and ء 'hamza'.

2. Madda :

~ , called 'madda', occurs only over an ʔalif. The combination آ stands for /ʔā/ (اأ → آ) e.g.

آل /ʔāla/, رآه /raʔāhu/ etc.

3. The definite article :

The definite article in Arabic is ال /(ʔa)l/, prefixed to the noun or adjective it modifies. 'ʔa' is placed in parenthesis in the previous sentence to indicate that it is not always pronounced. i.e. the definite article is sometimes pronounced /ʔal/ and sometimes simply /l/. The first alternative occurs after a pause, i.e. at the beginning of an utterance, while the second occurs when a preceding word is run with the word prefixed with the definite article. In both cases[1], however, the definite article is written ال :

الموظف	/ʔalmuwaḍḍaf/	'the employee'
الامير	/ʔalʔamīr/	'the prince'

But :

عاد الموظف	/ɛāda lmuwaḍḍaf/	'the employee returned'
مع الامير	/maɛa lʔamīr/	'with the prince'

In vowelled texts, this fact is indicated by writing the symbol ٓ , called 'hamzat waṣl' (see note 4 below), above the ʔalif of the definite article. It indicates that the ʔalif of the definite article

1. When the definite article is preceded by the prefix ل , the ʔalif is deleted e.g. للموظف (ل + الموظف)

does not always stand for a hamza (a glottal stop) e.g.

أَلْمُوَظَف أَلْأَمِير etc.

Although the definite article is always written ال , the ل is <u>not always</u> pronounced /l/. If the consonant following it is ت /t/,

ث /θ/, د /d/, ذ /đ/, ر /r/, ز /z/, س /s/, ش /š/, ص /ṣ/,

ض /ḍ/, ط /ṭ/, ظ /đ̣/, ل /l/[2], or ن /n/, it assimilates to that consonant, i.e. it is pronounced /t/ if the word to which it is prefixed starts with /t/, /θ/ if that word starts with /θ etc.[3] e.g.

الطالب	/(ʔa)ṭṭālib/	(not/(ʔa)lṭalib/)
السفير	/(a)ssafīr/	(not/(ʔa)lsafīr/)

---

2. The result will remain the same if ل is considered one of the other group of letters. Notice that the letters listed above include all the dental and alveolar consonants plus the /š/.

3. A similar thing occurs in English :

in+adequate	→	inadequate
in+definite	→	indefinite
in+sincere	→	insincere
But :		
in+mortal	→	immortal
in+regular	→	irregular
in+legal	→	illegal

In English, however, the /n/ has changed even in writing in the examples in which it assimilates to the following consonant.

The letters representing the sounds to which the /l/ of the definite article assimilates are called the 'sun letters' (because the first letter of the word شمس /šams/ 'sun' happens to belong to this group of letters) while the others are called the 'moon letters' (because قمر /qamar/ 'moon' happens to begin with a letter that belongs to this group). Compare :

الشمس /(?a)šsams/, القمر /(?a)lqamar/

4. Hamzatu lwasl and words beginning with two consonants :

, called 'hamzat waṣl' (indefinite, i.e. a 'hamzat waṣl') or 'hamzatu lwaṣl' (definite, i.e. the hamzat waṣl)[4], occurs only over an ?alif. Such an ?alif is always initial in a word (unless such a word is preceded by a prefix). ˜ indicates that the ?alif of the word in question does not stand for a glottal stop. Though always written, the ?alif of such words differs from the ?alif of words like امير or الى in being ignored completely in pronunciation except at the beginning of an utterance.

Words which have a hamzat waṣl are :

4. Literally 'hamza of connection'. The symbol ˜ is an abbreviation of the word صِل /ṣil/ 'connect !'

(i) All words beginning with the definite article e.g.

ٱلْمُوَظَّف 'the employee'

ٱلطَّالِب 'the student'

(ii) All the relative pronouns which have an initial ʔalif e.g.

ٱلَّذي 'who' or 'which' (m. sg.)

ٱلَّتي 'who' or 'which' (f. sg.)

ٱلَّذين 'who' (m. pl.)

Since all the relative pronouns which have a hamzat waṣl start with ال , they may be considered to have a prefixed definite article, and thus belong to (i) above.

(iii) The imperative of 'form I'verbs, and the past tense, imperative, and verbal nouns of verbs of forms 7, 8, 9, and 10.[5] e.g.

ٱحْتَرَق /(ʔi)ḫtaraqa/ 'it burnt'

ٱسْتِلام /(ʔi)stilām/ 'receiving'

ٱنْتَخِبْ /(ʔi)ntaxib/ 'elect !'

---

5. These remarks are given mainly for future reference. Forms of the verbs, and other points hinted upon here are discussed in detail in your texts of elementary Arabic.

(iv) A few nouns, the most important of which are the following :

ٱبْن 'son', ٱبْنة 'daughter', ٱسْم 'name',

ٱمْرَأة 'woman', ٱثْنان 'two'(m.), ٱثْنتان 'two'(f.).

All words having a hamzat waṣl <u>begin with two consonants</u> when they are not pronounced after a pause . Otherwise, a glottal stop <u>followed by a short vowel</u> is pronounced before such a cluster of consonants as indicated by the parenthesized parts in the previous examples. The short vowel is either /a/, /i/, or /u/ : It is always /a/ in words prefixed with the definite article (including the relative pronouns) e.g.

ٱلموظف /(ʔa)lmuwaḍḍaf/, ٱلطالب /(ʔa)ṭṭālib/,

ٱلذي /(ʔa)llaḏī/ etc.

Otherwise, it is /u/ if the following vowel is /u/ (provided that this /u/ is not the case ending, as for example in ٱسْم (ʔi)smu(n)/, ٱبْن /(ʔi)bnu(n)/), and /i/ elsewhere, e.g.

ٱكْتُبْ /(ʔu)ktub/ 'write !'

ٱرْكُض /(ʔu)rkuḍ/ 'run !'

But :

ٱذْهَبْ	/(ʔi̲)ḏhab/	'go !'
ٱنْتَخَبَ	/(ʔi̲)ntaxaba/	'(he) elected'
ٱبْنة	/(ʔi̲)bna/	'daughter'

5. مِن /min/ is pronounced مِنَ /mina/ if it precedes a definite article (or a relative pronoun), and مِنِ /mini/ if it precedes other words having an initial cluster of two consonants :

مِنَ ٱلْمطارِ	/mina lmaṭāri/
مِنَ ٱلَّذي	/mina llaḏī/

But :

مِنِ ٱمْرَأَةٍ	/mini mraʔatin/
مِنِ ٱنْتِخابٍ	/mini ntixābin/

6. A long vowel is shortened before a word starting with two consonants :

في مَطارٍ	/fī maṭārin/

But :

في ٱلْمطارِ	/fi lmaṭāri/
في ٱنْتِخابٍ	/fi ntixābin/

7. The ت of the past tense verb feminine is pronounced تِ /ti/ when it occurs before a word starting with two consonants :

وَصَلَتْ طالِبةٌ /waṣalat ṭālibatun/

But :

وَصَلَتِ ٱلطّالِبةُ /waṣalati ṭṭālibatu/

وَصَلَتِ ٱمْرَأةٌ /waṣalati mra?atun/

8. Notice that a pronoun may not be deleted except if it is the subject of a verb (see note 6 of lesson 3). Thus it is possible to delete the pronoun of sentence (i) below, but not the pronoun of sentences (ii), (iii), or (iv) :

(i) هو كان في السيارة. (or كان في السيارة)

(ii) هو في السيارة

(iii) هو موظف

(iv) هي جميلة

9. A noun or an adjective is in the accusative case if it is the predicate of كان :

الاميرُ طالبٌ

But :

كان الاميرُ طالباً
الاميرُ كان طالباً

الموظفةُ جميلةٌ

But :

كانت الموظفةُ جميلةً
الموظفةُ كانت جميلةً

سوظف الظهران حافظ آمال الآن سيارة العراق مطار

LESSON TEN

١) نـ ـ ن ، بـ ـ ب ، تـ ـ ت ، ثـ ـ ث ، يـ :

يَبيتُ تَبيتُ نَبيتُ يَنوبُ يَتوبُ يَثوبُ

باتْ بابْ بانْ حَبَّ حَتَّ حَثَّ

---

٢) هـ ، حـ ، جـ ، خـ :

هَزَمْ حَزَمْ خَزَمْ جَزَمْ جَلْجَلْ خَلْخَلْ حَلْحَلْ هَلْهَلْ

نَجْلُ نَخْلُ نَحْلُ نَهْلُ نَخيبْ نَجيبْ نَحيبْ نَهيبْ

---

٣) ج ، خ ، غ ، ع ، ح ، ع ، غ :

راحَ راعَ راغَ نَبَغَ نَبَعَ نَبَحَ

فَرَّحَ فَرَّخَ فَرَّجَ رائِجْ رائِحْ رائِعْ

---

٤) ر ، ز ، ذ ، د ، ل ، ك :

رامْ دامْ ذامْ سارَ سادَ سالَ

بادي باري بازي حادَ حالَ حاكَ

---

٥) ص ، ض ، صـ ، ضـ ، ط ، ظ :

صامَ ضامَ نَضَبَ نَصَبَ قاصٍ قاضٍ

خَضَّ خصَّ طاهِرٌ ظاهِرٌ حَطٌّ حَظٌّ

صَلَّ ضَلَّ ظَلَّ طَلَّ

---

٦) م ، ع ، غ ، ف ، ق ، ف :

نَمْلٌ نَعْلٌ نَغْلٌ يُغَيِّضُ يُفَيِّضُ يُقَيِّضُ

مَرَّتْ فَرَّت قَرَّت ريفْ ريقْ شَقَّ شَفَّ

---

٧) سـ ، شـ ، س ، ش :

ساحِبْ شاحِبْ يَشُدُّ يَسُدُّ فَرَسْ فَرَشْ نَبَشَ نَبَسَ

---

٨) ا ، ل ، ك :

واذْ وَلَدْ وَكَدْ سَكَبَ سَلَبَ سابَ سَماهُ سَمَلَهُ سَمَكَهُ

---

٩) ع ، غ :

عارْ غارْ غَمَّ عَمَّ شاعِرٌ شاغِرٌ

---

١٠) ه ، ة :

دَواهُ دَواةٌ فَتاةٌ فَتاهُ كُرْهٌ كُرَةٌ

---

١١) ى ، ي :

نادى نادي عَلي عَلى بَرَدى بَرَدي

Name	Transcription	Initial	Medial	Final connected	Letter alone or final isolated
ṭāʔ	ṭ	طـ	ـطـ	ـط	ط
ḏ̣āʔ	ḏ̣	ظـ	ـظـ	ـظ	ظ
ʕayn	ع	عـ	ـعـ	ـع	ع
ġayn	ġ	غـ	ـغـ	ـغ	غ
fāʔ	f	فـ	ـفـ	ـف	ف
qāf	q	قـ	ـقـ	ـق	ق
kāf	k	كـ ، كـ	ـكـ ، ـكـ	ـك	ك
lām	l	لـ	ـلـ	ـل	ل
mīm	m	مـ	ـمـ	ـم	م
nūn	n	نـ	ـنـ	ـن	ن
hāʔ	h	هـ	ـهـ ، ـهـ	ه ، ـه	ه ، ـه
tāʔ marbūṭa	t			ة ، ـة	ة ، ـة
wāw	w / ū	و	ـو	ـو	و
yāʔ	y / ī	يـ	ـيـ	ـي	ي
ʔalif maqṣūra	ā			ـى	ى

Name	Trans-cription	Initial	Medial	Final con-nected	Letter alone o final isolated
hamza	ʔ	أ ، ا	ء ، أ ، ؤ ، ئـ	أ ، ؤ ، ئ	ء
ʔalif	ā	ا	ـا	ـا	ا
bāʔ	b	بـ	ـبـ	ـب	ب
tāʔ	t	تـ	ـتـ	ـت	ت
θāʔ	θ	ثـ	ـثـ	ـث	ث
jīm	j	جـ	ـجـ	ـج	ج
ḥāʔ	ḥ	حـ	ـحـ	ـح	ح
xāʔ	x	خـ	ـخـ	ـخ	خ
dāl	d	د	ـد	ـد	د
đāl	đ	ذ	ـذ	ـذ	ذ
rāʔ	r	ر	ـر	ـر	ر
zāy	z	ز	ـز	ـز	ز
sīn	s	سـ	ـسـ	ـس	س
šīn	š	شـ	ـشـ	ـش	ش
ṣād	ṣ	صـ	ـصـ	ـص	ص
ḍād	ḍ	ضـ	ـضـ	ـض	ض

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The time needed to cover the ten lessons in this booklet is estimated at about 15 class hours. With the exception of lessons 4, 5, and 6, one class hour per lesson is probably sufficient.

During these two steps, the students should not be asked to repeat after the teacher. They just listen.[5]

Step 3:

The teacher does step 2 again asking the students this time to repeat after him individually and in unison. He corrects the pronunciation of each student.

Step 4 :

The teacher reads the basic sentences and the drills, asking the students to follow in their booklets and repeat after him. The words used in the drills are meant to be a tool for teaching the writing and sound systems. They are not given to be learned as vocabulary items.

Step 5 :

The teacher calls on individual students to read, going through the whole lesson again.

Step 6 :

The students are asked finally to do the writing assignments. It is advisable to have some part of the assignment done in the classroom under the supervision of the teacher, especially in the first few lessons.

---

5. The students may be asked to indicate which of two contrasted sounds occurred in a certain word, or whether two words are the same or different etc.

the configuration of letters, يوسف should be associated with the pronunciation /yūsuf/, just as the English word 'laugh' is associated with the pronunciation /læf/, regardless of what letters it is composed of. This is necessary since the basic sentences do not have the diacritic marks indicating the short vowels etc. (see remark 3 page iv). The teacher then gives the meaning of the individual words in that sentence and goes over any relevant grammatical points briefly. He then calls upon one of the students to translate that sentence. He proceeds on in the same manner until all the basic sentences are covered. During this step, correction of the students' pronunciation of the Arabic names should be avoided as much as possible. It is advisable to wait until the new sounds in the lesson are drilled.

Step 2 :

The teacher selects, one at a time, the new sounds in the lesson which are unfamiliar to the students, and asks the students to listen carefully to the way he pronounces them. He pronounces a few words in which the new sound in question occurs and then tries to isolate that sound. He then selects the sounds which the students are likely to confuse with the new sound and contrast it with them. There are drills prepared for this purpose, which include only sounds and letters which have been introduced up to the lesson in which each drill occurs.

How to use these materials

Before mentioning the steps recommended to be followed in teaching each lesson, a negative statement will be made. The students should be discouraged from preparing any lesson before the teacher has gone over it thoroughly in the classroom. They should not be asked to listen to a recording of a lesson in the language lab before that lesson, including all the drills, has been covered in the classroom. Non-native speakers usually do not hear the unfamiliar sounds properly, and if they do, they may not be able to pronounce them correctly. Their pronunciation needs to be corrected continuously, and on the spot. It is much harder to correct wrong habits than to create right ones.

'From the whole to the part' and 'from recognition to production' are the two principles underlying the following procedure which we recommend for teaching these lessons :

Step 1 :

The teacher reads a sentence[4], calling the students' attention to each word as a whole, not to the letters from which it is composed. Thus

---

4. The nouns introduced in the basic sentences are to be read in 'pause form', i.e. without the vowel endings, at least until lesson 7 where the 'tanwin' is introduced. Proper names are to be read in pause form all the way through, except where a 'helping vowel' is needed to join a proper name with the following word.

b. A long vowel (transcribed as /ā/, /ū/, or /ī/) is analyzed as two short vowels (/aa/, /uu/, or /ii/). If the rules place the stress on either the first or the second of these two short vowels, the whole long vowel is stressed, i.e. áa = aá = ā́. If the long vowel occurs finally in a word, it is shortened - except in certain cases - and thus is analyzed as one rather than two short vowels.

The word stress rules, roughly speaking, are :

(i) If a word has two syllables, the stress falls on the first e.g. /máta/, /mínka/, /sā́l(a)/ etc.

(ii) If a word has more than two syllables, the stress falls on the vowel that precedes the last two 'stress units' in the word, vowel endings included, where a 'stress unit' is defined as a short vowel or two consecutive consonants. Thus a long vowel, except when it occurs finally, is two stress units since it is analyzed as two short vowels e.g. /sānádahu/, /yastaríd(du)/, /takālī́f(u)/ etc.

Combinations of Arabic numerals are arranged as in English e.g.

English : 84 ; 319 ; 5620 etc.

Arabic : ٨٤ ; ٣١٩ ; ٥٦٢٠

In handwriting, ٢ is written ˂ , and ٣ is sometimes written ٢ .

Stress

Although there are rules that determine word stress in Arabic, an accute accent is written in the transcription of the vocabulary of the basic sentences to indicate the stressed syllable in each new word that has more than one syllable. The Arabic writing system does not have any signs to indicate the stress.

Before giving a rough formulation of the stress rules, two remarks will be mentioned :

a. With a very few exceptions, each word written with a final consonant letter, including proper names, is assumed to have (or have had) a final short vowel ending (see note 5 lesson 7). This vowel ending, even when it is deleted, is assumed when the stress rules are applied.

7. There are slight differences between the printed or typed forms of some letters and the handwritten forms. The students' attention will be called to these differences as they occur.

8. There are no capital letters in Arabic.

9. Unlike English, hyphenation is not used. That is, a whole word occurs at the end of a line or at the beginning of the next one, but may not be distributed between the two.

10. No Arabic word begins with a vowel.

11. One-letter words are, in general, not written separately. They are prefixed to the following word and considered as part of it.

Numerals

English :	0	1	2	3	4	5	6	7	8	9
Arabic :	٠	١	٢	٣	٤	٥	٦	٧[3]	٨	٩

---

3. Students often confuse ٧ and ٨ . It may be helpful to keep in mind that ٧ looks like a letter which occurs in 'seven' but not in 'eight', namely 'v'.

4. Most letters connect to both the preceding and following letters. But there are six letters, called here 'one-side connecters', which connect only to a preceding letter (unless the latter is one-side connecter itself) but <u>not</u> to a following one. There is also one letter that does not connect either way. The previous statements apply both to printing and handwriting.

5. Most Arabic letters have more than one form depending on their position in a connected sequence of letters, initially, i.e. connected to a following letter but not to a preceding one[2]; medially, i.e. connected both ways; or finally, i.e. connected to a preceding letter but not to a following one. In general, these forms differ from each other only in a slight modification. Eleven letters among which are the 'one-side connecters', have only one form regardless of their position.

6. 16 letters out of the 31 are 'dotted'. There are 'groups' of letters which share the same basic form and differ from each other only in the number and position of the dots, or in lacking dots. Thus it is of great importance to be careful about these dots especially in writing. As far as Arabic writing system is concerned, 'dot your i's and cross your t's' should be taken literally.

---

2. Thus an initial form of a letter does not have to occur at the beginning of a word. If, in the middle of a word, a letter is preceded by a one-side connecter, it will have an initial form.

General remarks about the Arabic writing system

1. Arabic is written from right to left.

2. There are 31 letters, representing the consonants and the long vowels; plus a number of diacritic marks representing the short vowels and other features to be discussed in the notes as they come up.

3. In general, only the 31 letters are written in Arabic[1]. The diacritic marks representing the short vowels etc. are usually omitted except in special materials e.g. some dictionaries and the Qur'an. In this booklet, the students will be introduced to these diacritic marks and will be drilled on reading 'vowelled' materials, i.e. materials which have the diacritic marks, but the basic sentences will remain 'unvowelled' to acquaint the students right from the beginning with the most common way of writing Arabic.

---

1. Unlike English, An Arabic letter - in general - stands for only one distinctive sound, and a distinctive sound is represented by only one letter. (cf. 's' in English 'sit', 'rose','sugar', 'pleasure'; and the sound /i/ in 'seat', 'feel', 'these', 'seize', 'field', 'machine' 'key', 'people' etc.)

Handwriting :

A handwritten model is provided after each lesson (starting with lesson two) for the student to imitate. An attempt was made to include all the possible combinations of the basic forms. (A group of letters which differ only in the number and position of dots has one basic form.) Words used in each lesson include only already introduced letters.

We would like to thank Professor William Cowan of Brown University for reading this manuscript and making several important comments. Needless to say, he is not to be held accountable for any of its shortcomings.

Daud Atiyeh Abdo
Salwa Nasri Hilu

4. Since the students are likely to confuse similar letters, especially when the only difference is the number and position of dots, an attempt is made to introduce only one of each of these 'groups' of similar letters at a time. When a new one is introduced in a subsequent lesson, it is contrasted with the already familiar one(s). In the final lesson, all similar letters are contrasted.

5. The letters, and consequently the sounds, are first introduced in the 'basic sentences'. The aim of this is two-fold :

    a. Starting with sentences from the beginning makes the learning process more rewarding and makes the task of learning the sounds and letters much easier, as these sounds and letters can be associated with words used in meaningful context.

    b. The students will not spend their entire time in learning the letters and sounds only, but will also learn at the same time (without putting much extra effort) some grammar and useful vocabulary. Since the emphasis, however, is not on the grammar and vocabulary at this stag most of the words introduced are proper names to avoid burdening the student with the task of learning too many vocabulary items. The grammar is kept to a bare minimum.

Introduction

The method used in this booklet for teaching the Arabic writing and sound systems is based on the following principles :

1. The sounds which do not occur in English or are considerably different from English sounds are not introduced in the first few lessons. However, since there are quite a few of these, some of them are introduced early enough to avoid crowding them in one or two later lessons. The most difficult ones are introduced earlier than some of the others to expose the students to them for as long as possible. These unfamiliar sounds are described, often briefly, in the notes as they occur. Although such descriptions may be useful, the student should remember that listening carefully to his teacher and trying to imitate him is the most efficient way to recognize these sounds and produce them properly.

2. Drills for contrasting similar sounds are given systematically. No drills are given for the sounds that are similar to the ones which occur in English.

3. The alphabet, and consequently the sound system, is introduced gradually. An average of 3 to 4 letters are introduced in each lesson. (Lesson one is the only exception; it includes 6 letters, two of which are not discussed until lesson two).

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Distributor :
Ras Beirut Bookshop
P. O. Box 2796
Beirut, LEBANON

LL. 9.00 ($3.00)

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Beirut

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